PSHE & Citizenship, P scales

Learning PSHE and citizenship helps all pupils develop as individuals in a wider society. Pupils learn to understand themselves physically, emotionally, socially and sexually and to understand their relationships with others.

The Ingot's PSHE and citizenship P scales provide learners with the opportunity to:

• make choices and decisions
• develop personal autonomy by having a degree of responsibility and control over their lives
• make a difference or make changes by their individual or collective actions
• find out that there are different viewpoints which lead to a respect for the opinions of others

In response to these opportunities, pupils can make progress in PSHE and citizenship by:
• moving from contact with others in class and school to community involvement
• developing greater control and choice
• adapting to change as they grow and develop, physically and emotionally
• moving from the personal to a wider perspective (in terms of the range of relationships and viewpoints, and consideration of other people's point of view)
• moving from an immediate time perspective to thinking about the future and reflecting on the past, for example, how tackling things differently could lead to different outcomes

P1(i) - PSHE & CITIZENSHIP

1. The learner will encounter activities and experiences

1.1 I can experience various sounds. [1]

1.2 I can experience light patterns. [3]

1.3 I can experience music. [5]

1.4 I can experience a combination of action with sound. [7]

1.5 I can experience movement. [9]

2. The learner will show simple reflex responses

2.1 I can make a startled response to a sudden noise. [2]

2.2 I can make a startled response to a sudden movement. [4]

2.3 I can make a startled response to a sudden bright light. [6]

2.4 I can be passive or resistant. [8]

P1(ii) - PSHE & CITIZENSHIP

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1. The learner will show emerging awareness of activities and experiences

1.1 I can make a brief response to sound. [11]

1.2 I can make a brief response to a picture. [13]

1.3 I can make a brief response to music. [15]

1.4 I can make a brief response to physical sensory source. [17]

1.5 I can make a brief response to light patterns. [18]

1.6 I can make a brief response to a moving object. [19]

2. The learner will show intermittent reactions

2.1 I can react to movement. [12]

2.2 I can react to physical contact. [14]

2.3 I can react to a change in temperature. [16]

P2(i) - PSHE & CITIZENSHIP

1. The learner will react to new activities and experiences

1.1 I can react to unfamiliar sounds. [21]

1.2 I can react to unfamiliar images. [24]

1.3 I can react to a new task. [26]

1.4 I can react to a new experience. [28]

2. The learner will begin to show interest in people, events and objects

2.1 I can respond consistently to familiar people. [22]

2.2 I can respond consistently to familiar events. [25]

2.3 I can respond consistently to familiar objects. [27]

3. The learner will participate in shared activities

3.1 I can engage in co-active exploration. [23]

P2(ii) - PSHE & CITIZENSHIP

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1. The learner will communicate consistent preferences	2. The learner will communicate affective responses	3. The learner will recognise familiar people, events and objects	4. The learner will perform simple actions	5. The learner will remember learned responses	6. The learner will participate in shared activities
1.1 I can communicate preference for certain images. [30]	2.1 I can respond with volume variation. [31]	3.1 I can recognise familiar people. [32]	4.1 I can attempt to perform a simple action. [33]	5.1 I can remember learned responses over short periods of time. [34]	6.1 I can co-operate with shared exploration. [35]
1.2 I can communicate preference for certain sounds. [36]	2.2 I can respond to specific stimulation. [37]	3.2 I can recognise familiar events. [38]	4.2 I can use trial and improvement to perform an action. [39]		6.2 I can co-operate with supported participation. [40]
		3.3 I can recognise familiar objects. [41]			

P3(i) - PSHE & CITIZENSHIP

1. The learner will request events or activities	2. The learner will participate in shared activities	3. The learner will sustain concentration	4. The learner will explore materials	5. The learner will perform simple actions	6. The learner will remember learned responses
1.1 I can request for an event or activity. [43]	2.1 I can participate in shared exploration with less support. [44]	3.1 I can sustain concentration for short periods. [45]	4.1 I can explore different materials in increasingly complex ways. [46]	5.1 I can perform simple actions. [47]	6.1 I can remember learned responses over extended periods.

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[48]

5.2 I can observe the result of my action. [49]

6.2 I can remember a learned activity. [50]

5.3 I can demonstrate an awareness of change as a result of my action. [51]

6.3 I can remember the purpose of equipment. [52]

P3(ii) - PSHE & CITIZENSHIP

1. The learner will initiate interactions and activities	2. The learner will remember learned responses	3. The learner will respond to options and choices	4. The learner will actively explore objects and events	5. The learner will apply potential solutions systematically to problems
1.1 I can greet familiar people. [54]	2.1 I can remember learned responses over increasing periods. [55]	3.1 I can respond to an option or choice. [56]	4.1 I can actively explore objects. [57]	5.1 I can attempt to solve simple problems. [58]
1.2 I can initiate interactions with familiar people. [59]	2.2 I can anticipate familiar events. [60]	3.2 I can demonstrate dissatisfaction. [61]	4.2 I can actively explore events. [62]	
1.3 I can initiate activities with familiar people. [63]		3.3 I can demonstrate satisfaction. [64]	4.3 I can remain interested in an activity for a short period. [65]	
		3.4 I can indicate preference.		

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P4 - PSHE & Citizenship

1. The learner will express their emotions using single elements of communication	2. The learner will engage in parallel activity with others	3. The learner will follow familiar routines	4. The learner will show an understanding of 'yes' and 'no'	5. The learner will begin to respond to the feelings of others
1.1 I can express my feelings. [68]	2.1 I can join in parallel activity with several others. [69]	3.1 I can follow familiar routines. [70]	4.1 I can demonstrate an understanding of "yes". [71]	5.1 I can respond to the feelings of others. [72]
1.2 I can express my needs. [73]		3.2 I can participate in familiar tasks or activities. [74]	4.2 I can demonstrate an understanding of "no". [75]	
1.3 I can indicate my likes. [76]			4.3 I can recognise animated praise or criticism. [77]	
1.4 I can indicate my dislikes. [78]			4.4 I can respond appropriately to animated praise or criticism. [79]	

P5 - PSHE & Citizenship

1. The learner will participate	2. The learner will maintain	3. The learner will combine	4. The learner will join in

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in activities involving others	interactions and take turns	two elements of communication	discussions by responding appropriately
1.1 I can participate in work or play involving two or three others. [81]	2.1 I can initiate interactions. [82]	3.1 I can combine two elements of communication to express my feelings. [83]	4.1 I can respond appropriately to simple questions about familiar events. [84]
	2.2 I can maintain interactions in a small group. [85]	3.2 I can combine two elements of communication to express my needs. [86]	4.2 I can respond appropriately to simple questions about familiar experiences. [87]
	2.3 I can take turns. [88]	3.3 I can combine two elements of communication to express my choices. [89]	4.3 I can join in discussions. [90]

P6 - PSHE & Citizenship

1. The learner will respond to others in group	2. The learner will complete routine activities	3. The learner will show concern for others
1.1 I can respond to others in group situations. [92]	2.1 I can carry out routine activities in a familiar context. [93]	3.1 I can show concern for others. [94]
1.2 I can play or work cooperatively in a small group. [95]	2.2 I can show an awareness of the results of my actions. [96]	

P7 - PSHE & Citizenship

1. The learner will communicate emotions in	2. The learner will engage in new activities	3. The learner will make purposeful relationshi	4. The learner will judge right and wrong	5. The learner will show some consideration for

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simple phrases		ps		others
1.1 I can communicate feelings in simple phrases. [98]	2.1 I can move to new activities when directed. [99]	3.1 I can make purposeful relationships with others in group activities. [100]	4.1 I can judge right and wrong based on consequences of actions. [101]	5.1 I can show consideration of the needs and feelings of other people. [102]
1.2 I can communicate ideas in simple phrases. [103]	2.2 I can choose a new activity. [104]	3.2 I can attempt to negotiate with others in a variety of situations. [105]		5.2 I can show consideration of the needs and feelings of living things. [106]

P8 - PSHE & Citizenship

1. The learner will participate in a range of activities	2. The learner will understand agreed codes of behaviour	3. The learner will show a basic understanding of what is right and wrong	4. The learner will seek help when needed	5. The learner will show respect towards others	6. The learner will show consideration for others
1.1 I can join in a range of one-to-one activities. [108]	2.1 I can follow agreed codes of behaviour. [109]	3.1 I can show a basic understanding of what is right and wrong in familiar situations. [110]	4.1 I can seek help when needed. [111]	5.1 I can be sensitive to the needs and feelings of others. [112]	6.1 I can treat living things and their environment with care and concern. [113]
1.2 I can join in a range of small or large group activities. [114]	2.2 I can understand that codes of behaviour help groups of people work together. [115]			5.2 I can show respect for myself. [116]	

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1.3 I can choose, initiate and follow through a new task or activity. [117]

1.4 I can understand the need for rules in games. [120]

1.5 I can show awareness of how to join in different situations. [121]

2.3 I can support others in behaving ap propriately. [118]

5.3 I can show respect for others. [119]

Links to PScale Units

P1-P3 [123]

ICT [124]

English [125]

Mathematics [126]

Science [127]

Physical education [128]

Art [129]

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